

VISIT...

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Tutor Teaching Tips Lesson 1

MATERIALS

Word Awareness



2-3 minutes

Have the child listen carefully while you read this nursery rhyme:

Humpty Dumpty sat on the wall.
Humpty Dumpty had a great fall.
All the king's horses and all the king's men,
Couldn't put Humpty together again.

Repeat the first line of the rhyme slowly and clap for each word. Have the child clap with you. Then say the next line and have the child clap for each word. Repeat with the rest of the rhyme.

Identify Rhyme



5-8 minutes

Read the rhyme straight through one more time. Then reread the rhyme, but on this read-through, don't say the last words in the second and fourth lines. Have the child say the missing words. For example: *Humpty Dumpty had a great ____* (rhymes with *wall*).

Say the words *wall* and *fall*. Tell the child that the words have the same sound at the end: /all/. Have the child say the two words. Repeat with the rhyming words *Humpty/Dumpty* (/umpty/) and *men/again* (/en/).

Read the rhyme again, this time having the child listen for all the rhyming words. Have the child tell you which rhyming words he/she heard.

Game Cards

Name each picture with the child: *bee, tree, tea, slug, bug, rug, stair, bear, pear, block, lock, sock, bat, hat, goat, coat*. Mix up the cards and have the child see how fast he/she can sort the cards into groups of rhymes. Tell the child the name of the picture if he/she forgets it. Repeat the activity.

Syllable Awareness



2-3 minutes

Say the word *Humpty* while you clap for each syllable: *Hump...ty*. Repeat with the word *sat* and clap once. Say the word *Dumpty* and have the child clap the syllables with you. Repeat with these words: *horses, fall, again, all*.

Sound Discrimination



2-3 minutes

Say the following sounds (not the letter names): /m/, /m/, /s/. Have the child repeat the sounds. Tell the child that /m/ and /m/ are the same sounds and /s/ is different.

Then repeat the steps with the following groups of sounds, one at a time. Say the sounds (not the letter names) and have the child repeat the sounds and then tell you the sound that is different.

/n/ /l/ /n/ /n/ /v/ /v/
/j/ /j/ /f/ /k/ /s/ /k/

MATERIALS

Read-aloud
book

Optional Listening Activity

Read the book *Whose Hat Is That?* or a book of your choice to the child. Show the child the cover illustrations and ask him/her to predict what the story might be about. Tell the child to listen for words that start with /h/ as you read the story. Model fluent reading using appropriate expression. Pause occasionally before turning a page to ask: *What do you think might happen next?*

When you have finished reading the story, involve the child in a brief discussion about the book by asking questions such as these: *Did you like the story? Why or why not? What happened at the beginning of the story? Then what happened? How did the story end? Which hat did you like best?*

